

**MISSOURI DEPARTMENT OF CORRECTIONS
TRAINING ACADEMY
LESSON PLAN**

COURSE TITLE: Inservice

CLASS TITLE: Armed Transportation

MODULE TITLE: Module #4: Conducting Offender Transports

Prepared By:
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Date: June 2005

OVERVIEW

This is the fourth of four training modules which will provide staff with techniques that are necessary to safely transport offenders. In this module training will focus on the proper methods to safely and securely transport offenders on out-counts. Planning and preparation will be explored in-depth, as will the dynamics and diversity of the out-counts themselves.

PARAMETERS

Hours: 6

Space: Large Classroom w/ access to transport vehicle

Number: 24

Audience: All Custody Staff

PERFORMANCE OBJECTIVES

At the conclusion of this course, participants will be able to:

1. Given an offender profile and transport scenario, develop a transportation plan, according to the provided guidelines;
2. Given a case study, determine the course of action to take while transporting an offender, according to MDOC policy.

EVALUATION TECHNIQUES

Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.

1. Trainer's Observation
2. Participant's feedback

REQUIRED MATERIALS/EQUIPMENT/SUPPLIES NEEDED			
	Overheads	X	Projector screen
	Overhead Projector	X	Computer & LCD
X	Slide show		Television(s)
	Videotape Player		Video Camera
	Posters	X	Masking Tape
X	Markers	X	Easel Pads & Stands
Videotapes:			
Other: Approved firearms/practice firearms, practice knife, protective mats, restraints, transportation vehicles., offender classification file, mock outcount.			
<div style="text-align: center;">STUDENT HANDOUTS</div> <div> Title Participant manual Transportation policy </div>			

INSTRUCTIONAL STRATEGIES	
Lecture, group analysis, demonstration, role play	
REFERENCES	
<p>The following books and materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.</p>	
TITLE	TITLE
1. IS Policy 20-4.2 Offender Transportation	4. IS Policy 1.9 Outcounts
2. Basic Offender Transportation Training	5. 217.175 RSMO
3. Firearms Training for Trainers	6.
<i>Prerequisite Training/Certification:</i> Two years of service and current firearms certification.	
<i>Curriculum Content Approved by:</i> Bill Schmutz, Security Coordinator	<i>Date Approved:</i>
<i>Curriculum Design Approved by:</i> Royce Hudson, Chief of Staff Training	<i>Date Approved:</i>

Original Date: June 2005

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ANTICIPATORY SET

In the first three modules of this training program much of the content that was covered you probably knew and it simply provided you with an opportunity to refresh your memory. However, there were other sections that probably introduced you to new information and techniques that challenged you. These modules provided the critical foundational knowledge and skills that you will need when transporting offenders. With this in mind, I want to take a minute to see where we are at by thinking back to the previous modules and identifying your biggest “aha” moment.

Note To Trainer:

I want you to take 2 minutes and jot down the learning point that had the most meaning to you or “from which you will get the greatest return from the smallest investment.” Then let them share their biggest “aha” moment with the rest of the class. You can ask for volunteers or have the groups discuss each others “aha” moments and select the one that they would like to present.

These “aha” moments allowed us to not only review some key points but also helped in the realization that there are different and possibly better, ways to look at something. These “nuts and bolts” provided the foundation, not only for this training module but for every transportation assignment you undertake. We’ve discussed several aspects that I hope you will never have to employee, specifically weapon retention and disarming techniques and deadly force considerations. The information in this module will help you avoid the use of these techniques by providing specifics in planning and executing a safe and secure offender transport. In this module we’ll put these skills together and expand the aspects of offender transportation using the following performance objectives:

1. Given an offender profile and transport scenario, develop a transportation plan, according to the provided guidelines;
2. Given a case study, determine the course of action to take while transporting an offender, according to MDOC policy.

INSTRUCTIONAL INPUT

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Transporting offenders outside your facility into public areas where security may be significantly compromised will be an ongoing issue. Overcoming the adversity that this task may cause will require you to not only be well versed in the foundational aspects of this training, but also require you to be skilled in problem solving and critical thinking. This won't always be easy but there are things that you can do to help you meet the challenges that transportation assignments may bring and these come in three different phases:

Phase #1: Planning

Phase #2: Preparation

Phase #3: Executing the Transport

Phase #1: Planning

During the planning phase there are four (4) different things that need to be considered:

- **Transporting Officer(s) Qualifications**
- **Documentation**
- **Offender Background**
- **Transportation Route**

The first phase addresses the critical aspects of planning a transport starting with the **qualifications** of the officers who are escorting the offender(s). While this training program will provide officers with the basic qualifications needed to transport offenders, making sure that transportation staff have these skills hasn't always been the case.

Ask Participants: What were some of the past transporting officer's requirements?

Possible Response: Drivers license at correct level, two years experience, off probation, certified with firearm, etc.

Unfortunately, until the implementation of the current policy transportation officer qualifications have often varied from facility to

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facility and while I totally understand that staff shortages may have affected the choice of those transporting, this wasn't a valid reason. We all agree that transporting offenders has the potential to be one of the most dangerous assignments that a Correctional Officer may perform. So why would you want to put someone into a situation if they are unprepared? I'm not here to second guess the decisions that were made in the past, rather I'm simply asking a question that relates directly to the safety and security of the offender, the staff and the public. The bottom-line is that we as an agency, have a responsibility to make sure staff are as well prepared as possible when they perform transports.

Once qualified staff are assigned, the **documentation** for the trip needs to be collected.

Ask Participants: What type of documentation might this include?

Possible Response: Depending on the type of transport - Offender ID, out-count, medical files, classification file, legal documents, back-up card, vehicle log, etc.

Normally the Control Center or the transportation supervisor will prepare or collect the required documentation or they may ask you to go to the appropriate sections (i.e., records office, business office, etc.) to get the information. However, regardless of who puts the packet together it is the transporting officer(s) responsibility to ensure that all the documentation is present during the trip. One thing that might be considered if there is more than one person conducting the transport, is to assign the task of documentation to one person. If you elect to assign this task to a single individual make sure that they share all the critical information with everyone involved in the transport.

Everyone involved in the transport should also be aware of the offender's background. What type of information do you need to know and why is it important? To answer this I want you to use your experience.

BRAINSTORM EXERCISE

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In your groups, I want you to create a list of the type of background information that may be important and why it is important. Then I want you to identify where you would go to get this information. You have 10 minutes to collect this information and place it on an easel pad, before your selected spokesperson presents your list.

Note To Trainer: Check for understanding.

Reasons for Collecting Background Information

- The offender may have medical or psychological problems that may pose a danger to the transporting officer(s), the public, or other offenders;
- They may be a high risk because of outside affiliation with gangs or organized crime;
- They may have problems with authority and are disciplinary problems
- They are an escape risk.

Background Sources

- Offender's classification file
- Offender's caseworker
- MULES/NCIC
- Criminal History
- Violation reports
- Investigator

Ask Participants: What challenges can you see in collecting this information?

Possible Responses: Information may be confidential, other staff may not want to share, time constraints prohibit complete review, etc.

Ask Participants: What can you do to overcome these challenges?

Possible Responses: Will vary but may include as for summation

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of information rather specific confidential content, discuss the important of information sharing with your administrator which will help address “information hogs”, and allow more time for review.

Being aware of the offender’s background is a critical aspect that is often overlooked. However, by becoming aware of this background information you increase your odds of having a safe and secure transport. Another thing that you want to be sure to do is to pass this information on to other agencies or officers that assume custody of the offender. Remember, while information is often confidential, this doesn’t mean that you can’t relay the information to the proper people. Once you have the documentation and other information, you need to plan the route you will be taking.

Transportation Route

Ask Participants: Who should plan the transportation route and why?

Desired Response: The transporting officer(s) should determine the route to take as they will be the one making the trip.

This is not to say that the manager or Administrator won’t have input or approval of the selected route but the transporting officer has a vested interest in the trip and should be involved in the route selection.

Ask Participants: When planning your route what things should you consider?

Possible Response: Is it the most direct route? Is it well-traveled? Is there construction occurring on route? Will you be traveling through an area of heavy traffic? How much time with the trip take? Are there locations (police/corrections) identified which can be used for rest room and medical emergencies? What are the closest locations (police/corrections) on the route to contact in case of accidents?

Planning is a critical component to a successful offender transport and to get good at it you need to practice.

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GUIDED PRACTICE

Note to Trainer:

Provide each group with a inmate case profile, a state map, an out-count, and road construction details.

In your groups, I want you to plan an offender transport based on the information that we just covered. You need to assign different members of your group to identify the following aspects:

1. The qualifications of the staff who will be involved in the transport. (This will be everyone in your group.)
2. Identify the documentation that you will require and where you will need to obtain it.
3. Review the offenders background and note any aspects that may affect the safety and security of the transport.
4. Create a primary and alternate route for your trip which include:
 - a. Contact points in case of emergency
 - b. An estimated trip time
 - c. Traffic and construction issues
 - d. Other

Note to Trainer:

Check for understanding. Provide each group with a state map and a list of current "work zones" that can be found on the MODOT web site (<http://www.modot.mo.gov/>) or on the Rand McNally Road Map Planner (http://www.randmcnally.com/rmc/tools/roadConstructionSearch.jsp?BV_SessionID=@@@0385120899.1126034644@@@&BV_EngineID=ccceaddfikgdlhcfefecggfdffhdgif.0&cmtty=0). Allow the participants 15 minutes to create their plan. During the design time make sure that the groups are on track by periodically checking for understanding. Once the groups are ready ask for a volunteer to present their scenario and to describe the challenges they had in developing their plan and have them present their routes.

Ask Participants: What were some of the critical elements that you looked for to help you plan this transport?

Possible Response: Escape and violence history, mental health, disciplinary issues and gang affiliation.

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Ask Participants: How can this exercise assist you in your planning stage?

Possible Response: It gives me an opportunity to practice and it helped me see areas that I might miss.

Now that you've planned the trip you're ready to jump in the car and go, right? Well, not just yet. There are a couple of other things that you need to address before you pull out onto the road.

INSTRUCTIONAL INPUT

Phase #2: Preparation

There are three areas that you need to focus on in the preparation phase:

- **The Vehicle**
- **Personal Equipment**
- **The Offender**

You need to always begin your preparation with the safety and security inspection of the transportation vehicle.

Ask Participants: Who often cleans or works on your vehicles?

Possible Response: Offenders.

This means that they have access to these vehicles on a regular basis. Even if they don't clean or work on them you will often have offender work crews around the vehicles and the last offender transported may have hidden something in the vehicle. This is why you need to inspect your vehicle. This should be done regardless of when the previous inspection occurred or who performed the inspection. Remember, you are responsible for this trip not the person who inspected the vehicle before you. You need to be very methodical when you conduct your inspection. Use a check list or at the very least, be systematic in your inspection. This will help to keep you from missing an important detail.

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Ask Participants: Should you start your inspection on the inside or on the outside of the vehicle?

Possible Response: Inside/outside. It really doesn't matter, as long as both are thoroughly inspected.

What should you look for?

BRAINSTORM EXERCISE

Note to Trainer:

Break class into three separate groups and assign one group to address the inside of the vehicle, one to address the outside of the vehicle and one to discuss the equipment.

In your groups, I want you to discuss your assigned area determine what you should check and tell us what specific thing you would be looking for. You have 5 minutes to chart your bullet points and at the end of that time you need to be sure that your spokesperson is prepared to present your information.

Note To Trainer: Check for understanding.

Exterior Checkpoints

- lights
- reflectors
- mirrors
- tire pressure
- general condition
- check oil and other fluids levels
- check under the hood and underneath the vehicle for any foreign objects or safety hazards.

Interior Checkpoints

- check between the seats for rips or cuts in the fabric
- check the door handles and window cranks

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- inspect the security cage
- cargo area
- windows for cracks or breaks
- floor and ceiling for contraband

Equipment Checkpoints

- check all emergency equipment including:
 - spare tire
 - jack
 - flashlight
 - first aid kit
 - fire extinguisher
 - warning triangles
- also check safety and security equipment:
 - extra restraints
 - chemical agents
 - a box of latex gloves
 - a blood spill kit
 - current maps
 - telephone numbers for the destination and for law enforcement agencies en route
 - radio
 - cell phone

Ask Participants: What affect could failing to inspect a vehicle have on a transportation detail?

Possible Response: Possible escape or assault.

Of these checkpoints, you need to pay special attention to the security cage and the security of the containment area. Based on a survey of Police offender transports between January and May of 2005, there has been an average of 1.5 preventable events per day, one every 16 hours or 44 per month. 64% of the escapes resulted in damaged or stolen police cars or 0.87 police cars per day. Eight-three percent of the escapes, stolen units, or damaged units occurred by prisoners how escaped from the back seat of caged units.

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Note to Trainer: Source 2005 Escape stories found by Google News search - <http://www.oktrooper.com/examples.html>

These are very dramatic statistics and while they do reflect incidents that happened to police rather than corrections, the reality is that these offenders come to our facilities. We may be better trained and better prepared for these incidents but it doesn't mean that they won't occur. All you can do is to practice safety and security procedures and be alert to and suspicious of unusual situations. Keep this in mind when you prepare for your trip.

Once the vehicle is ready to go you need to double check any personal equipment that you will be taking, but where do you start? Before you get equipment from the facility you need to think about any **personal equipment** that you carry on a daily basis, such as your drivers licence and MDOC identification. Beyond these items you need to make sure that you have a fuel credit card and log book for the vehicle. If you are authorized to carry a revolver you need to make sure that the duty belt has a secure holster and that the ammunition, handcuffs, and authorized chemical agents are also properly secured. Don't forget that the out-count and any necessary documentation must also be accounted for before transporting an offender. Once you have your personal equipment checked and secured, you should turn your attention to the offender.

Ask Participants: What's the first thing you should do when preparing the offender for transport?

Desired Response: Make sure you have the right offender.

While there are a lot of things that you need to do to **prepare the offender for transport** one of the most critical is *making sure you are transporting the right offender to the right location*. This may seem far fetched but the reality is that this mistake has happened in the past and caused a major problem. Once you are sure that you have the right person you need to isolate the individual(s) from general population.

Ask Participants: Why might this be important?

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Possible Response: To prevent the flow of contraband, to prevent the offender from leaving the area and causing a delay in the transportation, to ensure that you don't transport a different offender by mistake.

Isolating the offender just before transport is a logical and sound method of enhancing the security of the trip. This prevents the individual from calling someone who would aid in an escape attempt during the transport. However, before you isolate the offender you need to *first search the isolation area* to insure that it is free of contraband. Once this is done then the offender should be searched and placed in the "clean" isolation area. As mentioned before, if at all possible an unclothed search should be completed but at the very least, a frisk search should be conducted. While this search is always conducted at the beginning to of the transport, you also need to perform a search if the offender has been out of your custody at anytime during the trip.

Ask Participants: When might this occur?

Possible Response: A court trip would be an example. Often the offender will be placed in a jail holding area and may temporally be out of your direct supervision. Any time this occurs you need to conduct another search prior to moving the offender.

Once you have searched the offender and are ready to transport, the last thing you need to do is apply the restraints according to the guidelines we've already addressed.

Note to Trainer: Ask for a volunteer to describe the correct method of placing restraints on an offender.

This brings us to the third and final stage of transporting offenders:

Phase #3: Executing the Transport

When you execute a transport it may be one of two types of transfers: Permanent or Temporary

Ask Participants: What's the difference between a permanent

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transfer and a temporary transfer?

Possible Response: A permanent transfer is when an offender is transferred to another facility and a temporary transfer occurs when the offender is leaving your facility for a short time period and will be returning.

Ask Participants: What are some examples of temporary transfers?

Possible Responses: Court, hospital, emergency medical care.

If a permanent transfer occurs, you will need to make sure that the offender's property and all pertinent files are transferred with the offender. While this may not be true in every permanent transfer it will be true for the majority. Prior to your departure you or your Control Center needs to notify the receiving facility of the expected arrival time, the number of offenders being transferred, their identities and any special handling that may be required. This could include security problems, medical considerations, or administrative issues such as lost property or paperwork.

With temporary transfer or more commonly called an "outcount" in our agency, the offender will be returning which means that you only need to take the documentation that pertains to the trip. This may vary depending on the type of outcount and might include legal documents, medication or medical files.

Regardless of the type of outcount that you are involved with you need to remember the **STRICT guideline for transporting offenders:**

- ▶ **Stay in assigned seats.** Do not permit the offenders to move around or change seating assignments.
- ▶ **Track the behavior and movement of the offenders.** Be alert for escape attempts with or without accomplices. Watch for diversions like traffic accidents or medical emergencies and be prepared to defend yourself against sudden attacks.
- ▶ **Restrict the trip to the planned route.** No personal or

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unscheduled stops for any reason.

- ▶ *Isolate the offender(s) from contact with the general public.*
- ▶ *Check the restraints regularly to detect and signs of tampering.*
And
- ▶ *Take care when loading and unloading the offender to ensure safety and security.*

This simple yet important acronym, will help you keep in perspective some basic rules of transporting offenders. While these are basic to all transports there are specific rules that govern the different types of trips in which you'll be involved. These rules or guidelines come from policy and it's important that you are well versed in their content. To become well versed you will need to read, evaluate and apply policy to situations you encounter during transport. To help you prepare for these eventualities you're going to take a trip while staying in the classroom, through a case study exercise.

GUIDED PRACTICE

Note to Trainer:

Break participants into four groups and assign each group a different case study. Content for their presentation will come from the policy and from questions that they may need to ask. The charts should consist of specific policy directives that justify their decisions.

Instructions: In your groups, you will need to evaluate the specifics of your case study and develop an appropriate response to address the situations. You need to chart information that supports your decisions. You will have 30 minutes to complete this project and at the end of this time your spokesperson will need to present your findings.

Note To Trainer: Check for understanding. Make sure that participants understand that they questions they develop should be application questions and not just reflective.

Topic #1 - Transporting an Offender to and from Court - (Policy IS 20-4.2, Section C-1)

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Directions: In your group you need to evaluate the specifics of the court trip that you have been assigned and describe the appropriate responses to the situations outlined below. You will have 30 minutes to complete this exercise and chart the specific information that supports your decisions, whether it is in policy or information that was provided during this training. At the end of this time frame your spokesperson will present your findings.

Trip specifics:

- ▶ In-route, the offender needs to use the restroom. **What should happen?**
- ▶ Arrival at the Court House - Officers are confronted by three (3) family members of the offender. They ask if they can visit with the offender alone before he is taken inside the courthouse. **What should happen?**
- ▶ Once inside, you are approached by a man in uniform. He states he is the bailiff and that he will take custody of the offender. He also states he wants you to remove the restrains from the offender. **What should happen?**
- ▶ Return trip - the Offender is complaining of severe chest pains. **What should happen?**

The following information is provided and is to be used when describing your transport:

- ▶ Two (2) officers will transport one (1) offender
- ▶ Destination - Springfield, MO
- ▶ Custody Level 4

Topic #2 - Transporting Offenders for Outside Medical and Dental Treatment and to Other Institutions for Health Care - Policy IS 20-4.2, Section C-2, 3, & 4

Directions: In your group you need to evaluate the specifics of the Medical trip that you have been assigned and describe the appropriate responses to the situations outlined below. You will have 30 minutes to complete this exercise and chart the specific information that supports your decisions. At the end of this time frame your spokesperson will present your findings.

Trip specifics:

- ▶ Reason for transporting - Offender to see a Doctor who specializes in internal medicine.
- ▶ In-route, the offender needs to use the restroom. **What should happen?**
- ▶ Arrival at the Doctor's Office - Officer is confronted by a women who claims to be the offender's wife. She ask if she can visit with the offender. **What should happen?**
- ▶ Once you get the offender into the Doctor's examination room and the

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Doctor arrives, he instructs you to remove the restraints so that he can perform an examination **What should happen?**

- ▶ Return trip - the Offender is complaining of severe chest pains. **What should happen?**

The following information is provided and is to be used when describing your transport:

- ▶ One (1) officer to transport
- ▶ Destination: Local Doctor
- ▶ Custody Level 3

Topic #3 - Transporting a Pregnant Offender - Policy IS 20-4.2, Section C-5

Directions: In your group you need to evaluate the specifics of the court trip that you have been assigned and describe the appropriate responses to the situations outlined below. You will have 30 minutes to complete this exercise and chart the specific information that supports your decisions, whether it is in policy or information that was provided during this training. At the end of this time frame your spokesperson will present your findings.

Trip specifics:

- ▶ In-route, the female offender in her 2nd trimester, needs to use the restroom. **What should happen?**
- ▶ Arrival at the Court House - Officers are confronted by two (2) family members of the offender. They ask if they can visit with the offender before she is taken inside the courthouse. **What should happen?**
- ▶ Once inside, you are approached by a man in uniform. He states he is the bailiff and that he will take custody of the offender. He also states he wants you to remove the restraints from the offender. **What should happen?**
- ▶ Return trip - the Offender is complaining of severe cramps and that the seat belt is too tight. **What should happen?**

The following information is provided and is to be used when describing your transport:

- ▶ Two (2) officers will transport one (1) female offender in her 2nd trimester
- ▶ Destination - Springfield, MO
- ▶ Custody Level 5

Topic #4 - Transporting an Offender Using an Emergency Medical Air

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Evacuation - Policy IS 20-4.2, Section C-10

Directions: In your group you need to evaluate the specifics of the emergency medical trip that you have been assigned and describe the appropriate responses to the situations outlined below. You will have 30 minutes to complete this exercise and chart the specific information that supports your decisions, whether it is in policy or information that was provided during this training. At the end of this time frame your spokesperson will present your findings.

Trip specifics:

- ▶ Offender has a severely injured right arm and CMS has determined that the offender should be transported by ambulance to the hospital. **What should happen?**
- ▶ Arrival at hospital - Hospital staff determine that the offender needs to be air evacuated to University of Missouri Medical Center in Columbia Missouri. **What should happen?**
- ▶ The air evacuation has no room for an officer to accompany the offender. **What should happen?**
- ▶ Offender is admitted to the University of Missouri Medical Center and returns custody to you. **What should happen?**

The following information is provided and is to be used when describing your transport:

- ▶ Two (2) officers to transport
- ▶ Destination: Local hospital - then to University of Missouri Medical Center in Columbia Missouri.
- ▶ Custody Level 5

Note to Trainer:

Once the groups are ready to present their sections, ask the groups to present in the order indicated above. Encourage all to take notes and to ask questions about the content. Ask the following questions after each presentation.

Ask Participants: What were the key aspects of this presentation?

Possible Responses: Will vary based on the situation and the opinion of the participant.

Ask Participants: How will this information assist you when you

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transport offenders for your facility?

Possible Response: The insight obtained in this program will help me address issues that isn't always reflected in policy.

EVALUATION/CLOSURE

This finishes our last activity but to wrap this program up I want to have you do a couple of things. First, I want you to go to your "Correction Concepts" page and take 3 minutes to jot down the new or different ideas that you have discovered during this module.

Note to Trainer:

Refer participants to the "Correction Concepts" page and have them note any new or different ideas about transport.

Now that you have these notes added to the notes that you've accumulated over the last three training modules, I want you to share them and here is how this is going to work.

Group Activity

In your group, I want you to use your "Correction Concepts" note page to generate a list of new or different ideas that you have discovered during this training program. Your group has 5 minutes to create a list on the easel pad. The object is to create as many different ideas as possible during that time frame. At the end of this time frame your spokesperson will present your list.

Note to Trainer:

At the end of the presentation, you should provide a prize to the group which has the largest list.

Ask Participants: What questions do you have regarding the information that we have covered during this program?

Possible Response: Will vary.

During this module we examined the different aspects of transportation as it applies to three different phases:

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Phase #1: Planning

Phase #2: Preparation

Phase #3: Executing the Transport

It focused on the MDOC transportation policy and how to plan and implement an offender transportation, using the following performance objectives.

- ▶ Given an offender profile and transport scenario, develop a transportation plan, according to the provided guidelines;
- ▶ Given a case study, determine the course of action to take while transporting an offender, according to MDOC policy.

Over the course of this training program you have had the opportunity to evaluate, discuss and practice several aspects of offender transportation including application of restraints, justification of force, defensive and retention techniques for firearms and the application of policy in different situations. None of this has been overly simple however, you have been selected to transport offenders across the state and it is your responsibility to make sure that occurs without incident.

This is a potentially dangerous task and it is up to you to not only apply what you've learned during this training program but also to share your personal knowledge with others who transport. Think about the incident that happened in Tennessee this year. We don't want and can't let this happen to us. We have to be prepared so that we can meet the challenges of transporting in a safe and secure manner.